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ABSTRACT

Workshops sponsored by the Ohio Modern Language Teachers' Association (OMLTA) are described and information about organizing OMLTA workshops is provided. Specifically, guidelines are given on: policies, the local workshop director's responsibilities, selecting consultants, site selection, luncheon arrangements, and publicity. The workshops by title are as follows: "Creative Personalization," "Effective Use of Visual Materials in Foreign Language Teaching," "Games in the FL Classroom," "Individualized Instruction," "Making FL Relevant through Career Education," "Putting Language in its Place -- Teaching Culture in the Classroom," "Real Communication," "Teaching English as a Second Language," "Teaching Metrics: An Integral Part of Foreign Language Culture," "Small Group Activities in the FL Classroom," "The Living Classroom," and "Working Effectively with Your Student Teacher." A short description of each workshop is given. Four sample forms are attached, for the local workshop director's report, the workshop proposal, participant evaluation and consultant's expenses. (SW)

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OMLTA WORKSHOPS

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(A description of each of the workshops follows, arranged alphabetically by workshop title.)

For further information contact:

Dr. Donna E. Sutton, Chairperson
OMLTA Educational Activities
Ohio Education Association
225 East Broad Street, Box 2550
Columbus, Ohio 43216

POLICIES

1. OMLTA sponsored workshops must be open to all foreign language teachers who wish to attend.

2. OMLTA sponsored workshops must be confirmed at least 6 weeks in advance.

3. OMLTA requires a minimum fee structure of:
   a. One-half day workshop (no lunch). . . $ 4.00
   b. One-half day workshop with lunch. . . $ 8.00
   c. Full day workshop $10.00
   d. Undergraduate students may deduct $2.00 from each price.
   e. Non-members of OMLTA must add $2.00 to each price.
   f. All fees may be increased, if needed; but fees can not be reduced.
   g. All persons attending must pay except the consultant, the local workshop director, and the OMLTA Educational Activities Chairperson.

4. Fee policies:
   a. All checks must be made payable to OMLTA
   b. All monies received must be forwarded to the OMLTA treasurer.
   c. OMLTA will pay all expenses for:
      (1) Luncheon
      (2) Consultant or consultants
      (3) Local director's expenses (all reasonable expenses)

5. If luncheon is included it is suggested it be a served luncheon or a separate buffet. If a workshop is held on a college campus the luncheon should be separate from the regular student menu.

6. Consultant or consultants must be selected from the OMLTA approved list.

RESPONSIBILITIES OF LOCAL WORKSHOP DIRECTOR

1. Contact OMLTA Chairperson for the Educational Activities Committee.

2. Set date.

3. Select site.

4. Arrange for luncheon site and menu.

5. Select consultant and subject. (See section on consultants and topics available.)

6. At least 6 weeks in advance, send Workshop Proposal form to the OMLTA Educational Activities Chairperson. If submitted 8 weeks in advance, publicity can be placed in Ohio Schools.

7. Arrange publicity, including map.

8. Arrange for registration on day of workshop and provide receipts, if requested.

9. Following workshop, send in report in duplicate to OMLTA Educational Activities Chairperson, Donna Sutton, 3924 Sulpher Springs Road, Toledo, Ohio 43606.

10. Keep a record of all expenses and submit an expense report to the OMLTA Educational Activities Chairperson (above) and to the OMLTA Treasurer, Robert Novotny, 6317 Austin Drive, Ashtabula, Ohio 44004, including all bills and receipts.

GUIDELINES FOR SELECTING CONSULTANT

1. See the list of consultants and program descriptions available through OMLTA.

2. Make a list of three consultants in the order in which you would like to have them.
   Consider:
   a. Whether or not there has been a similar workshop in your area in the past year.
   b. The suitability of the topic to the needs of the teachers in your area.

3. Contact consultant.
   a. Arrange a date that is mutually satisfactory.
   b. Agree on length of presentation (half-day or full-day)
   c. Agree on necessary AV material or other material or equipment or physical facilities that may be needed by the consultant.

4. Send confirmation letter to consultant re-stating all agreed upon conditions.

5. Send workshop proposal form to OMLTA Educational Activities Chairperson.

SITE SELECTION

1. Suggestions for place to hold workshop:

   a. Your school or college
   b. Local hotel or motel
   c. Club
   d. Public facilities (community rooms, YMCA/YWCA, shopping center facilities, etc.)

2. Consideration in choosing a site:

   a. Meeting space for 20-35 participants
   b. Tables available (Round tables are preferred by most consultants.)
   c. Availability of AV equipment and facilities
   d. Luncheon facilities

GUIDELINES FOR ARRANGING LUNCHEON

1. A sit-down luncheon is suggested, although a buffet is acceptable. (separate from student area)

2. It should be near the workshop site.

3. Select a menu. Total luncheon cost should not exceed $5.00, including tax and tip.

4. Get a firm price, confirmed in writing.

PUBLICITY GUIDELINES

1. All publicity must include:
   a. OMLTA Sponsored Workshop or OMLTA - _____ Co-sponsored Workshop
   b. Title of workshop
   c. Consultant
   d. Place and Time
   e. Cost (members, non-members, undergraduates)
   f. Local director's name, address, and phone no.
   g. Registration form

2. Publicity may include:
   a. Description of the workshop
   b. Time schedule of program
   c. Menu
   d. Map
   e. Materials participants may bring

3. Copy must be:
   a. Easily read (legible, not the 100th copy of a ditto)
   b. As brief as possible, but informative

4. Mailing lists are available from:
   a. Local foreign language consultant
   b. OEA local office
   c. Telephone directory in urban areas
   d. County Board of Education
   e. Local university lists
   f. State School Directory (Someone in your system has one--ask at the administrative offices.)
   g. Friends' lists who may have made similar arrangements for mailings

5. Send out publicity approximately 4 weeks in advance.

6. Ask your school or university to provide printing services. They may also be able to assume mailing costs.

OMLTA WORKSHOPS

Creative Personalization	Irene Sonnanstine
Effective Use of Visual Materials in Foreign Language Teaching	Reid Baker
Games in the FL Classroom	Barbara Snyder
Individualized Instruction	Donna Sutton
Making FL Relevant through Career Education	Pat Breiner
Putting Language in its Place--Teaching Culture in the Classroom	Barbara Snyder
Person-Centered Education: Expanded Roles in FL Classrooms	Alice Omaggio & Pat Boylan
Real Communication	Beverly Wattenmaker
Teaching English as a Second Language	James M. Hendrichson
Teaching Metrics: An Integral Part of Foreign Language Culture	Daniel Franzblau
Small Group Activities in the FL Classroom	Reid Baker
The Living Classroom	Phyllis Stoller
Working Effectively with your Student Teacher	John Purcell

CREATIVE PERSONALIZATION

Consultant: Irene Sonnanstine
179 Ault Avenue
Wadsworth, Ohio 44281
(216) 336-6785

The workshop is designed to share ideas, activities, games, and testing alternatives that work successfully and adapt to your classroom.

Emphasis is on "how to" make up task cards that will open up new avenues for drilling grammar, using vocabulary items and stimulating conversation. Build your own set of activity cards that will save you countless hours of typing and duplicating.

Techniques and source materials for developing mini-cultural units, including written performance objectives are distributed in handout form during the workshop. Actual task cards used in the classroom on the Telephone Directory, Sports, and "Traveling through Spain (Mexico)" are available as examples; specific details and explanations on how to implement them are also given. This approach has the distinct advantage of giving the student an opportunity to DISCOVER some cultural concepts, not just read about them or hear a lecuture. Similarly, grammatical and reading units may be developed employing this technique.

Sophisticated techniques for developing small group games are shared. Student created games are brought as samples and you can learn how you can get your students to design and make up games that provide excellent alternatives to traditional review work.

How do you organize activities for small groups? How does the teacher ascertain that the students are fulfilling their responsibilities in the group? How can you get away from the textbook and yet cover everything in a year? The answers to these and many other questions will be coupled with practical application.

EFFECTIVE USE OF VISUAL MATERIALS IN FOREIGN LANGUAGE TEACHING

Consultant: Reid Baker
Ohio Department of Education
65 South Front Street, Room 815
Columbus, Ohio 43215
(614) 466-4274

We undoubtedly learn more through our eyes than through any of the other senses. If so, then FL learning can be greatly facilitated when the teacher uses visual material consistently and effectively. Appropriate use of visual material can also increase the teacher's efficiency, enabling him or her to make optimum productive use of valuable class time.

The session will present a variety of visual materials, most of which teachers can make themselves. These will be demonstrated in their application to dialogue presentation and practice; pattern drilling; introduction, reinforcement, and testing of vocabulary and grammatical structure; development of reading and writing skills; teaching of culture; stimulating conversation; and many others. Special attention will be given to ways of using the overhead projector. Techniques for producing inexpensive visuals will be demonstrated.

GAMES IN THE CLASSROOM

Consultant: Barbara Snyder
6764 Reid Drive
Parma Heights, Ohio 44130
(216) 845-3652

Games can be an intrinsic part of the classroom process, used for numerous reasons and to meet varied objectives. Basic information on the philosophy, goals and objectives of games will be given, plus suggestions for best using games in the classroom, including timing, size of groups, and control factors.

Participants will be introduced to various games ideas ranging from a simple variation of a children's game to spin-offs of TV games themselves. As a part of the full-day workshop, participants will be asked to design and make games suitable for their own classrooms. There will also be time for sharing game ideas of the participants themselves.

INDIVIDUALIZED INSTRUCTION

Consultant: Donna Sutton
3920 Sulphur Springs Road
Toledo, Ohio 43606
(419) 531-4804

Several different types of encouragingly successful programs will be reviewed, including programs individualized by learning rate and programs individualized by interest. Some of the problems of individualized instruction will be analyzed and some solutions being used will be presented. There will be a slide presentation of a program currently in progress. Prepared units will be offered as guidelines for your own preparation.

The workshop will focus on how to individualize your foreign language teaching--how to propose the approach to administrators--how to prepare students for the program--what individual differences that influence students' learning progress need to be taken into consideration--how to organize currently used texts for individualization--how to order new materials--how to use differentiated staffing you possess, such as student assistants or university aides--how and when to use large groups, small groups, and when students need to study individually--how media can be incorporated and utilized to its best advantage--how can records and grades reflect the progress of a student--how can you evaluate your students and program.

Bring your own text and in the afternoon we'll organize a unit of your text for individualized instruction.

MAKING FL RELEVANT THROUGH CAREER EDUCATION

Consultant: Pat Breiner
5205 Horizonvue Drive
Cincinnati, Ohio 45239
(513) 542-6439

Through a slide presentation the consultant will present practical classroom projects for teaching career education in the foreign language class. A discussion of the variety of foreign language oriented careers will enable each teacher to answer his/her students' question, "What can I do with a foreign language besides be a teacher or translator?" Other topics of discussion will include the locating of resource materials and the teaching of values clarification in foreign language classes.

Each participant will be supplied with several handouts listing resources and examples of class projects used by the consultant in her course, "Careers in International Travel, Trade and Communication." In addition, time will be provided for participating teachers to create and to receive guidance in creating foreign language career activities for their own students.

PUTTING LANGUAGE IN ITS PLACE--
TEACHING CULTURE IN THE CLASSROOM

Consultant: Barbara Snyder
6764 Reid Drive
Parma Heights, Ohio 44130
(216) 845-3652

"Which came first, the chicken or the egg?" can be paraphrased for language teachers as, "Which came first, the language or the culture?" Participants will be asked to discuss the correlation and interaction between language and culture as a basis for teaching culture in the classroom.

Other sections of the workshop will deal with suggestions for integrating culture into various types of classroom activity, and will include: (a) mini-dramas and culture capsules, (b) bulletin boards, displays of realia, use of cultural props and projects, (c) organizing slide shows to teach both classic and living culture, (d) using newspapers, magazines, and TV, (f) culture "units" for independent study, and (g) the cultural scavenger hunt for traveling students.

Participants should plan to bring the teacher's manual or working copy of their textbooks, so that their ideas for various cultural activities can be coordinated to classroom study of the language.

PERSON-CENTERED EDUCATION: EXPANDED ROLES IN FL CLASSROOMS

Consultants: Alice Omaggio AND Pat Boylan
601 Riverview, #9 651 Riverview, #10
Columbus, Ohio 43202 Columbus, Ohio 43202
(614) 262-9172

Most educators would probably agree that one of the primary goals of education is to provide a learning environment that fosters optimal personal growth--that creating a more humanistic communicative classroom climate is of primary importance if each person is to have the chance to develop to his/her fullest potential. The need for "humanizing" our classrooms seems clear and virtually indisputable. But how do we translate this lofty ideal into day-to-day reality? By what practical, workable means can we create the kind of classroom atmosphere that will be conducive to greater personal growth? The goal of this workshop is to offer a way in which a more person-centered environment can be created via classroom activities that, by their nature, set up new expectations and encourage all persons involved to help and respect each other.

The workshop is divided into two phases:

A. A theoretical model examining the nature of interaction in the classroom and the environments they create will be presented and explained. Some practical activities designed to foster a more person-centered environment will be described and examples provided. These activities are suitable for beginning as well as advanced levels, and are appropriate for use in small-group and large-group instruction.

B. Teachers will be given the opportunity to take a unit of foreign language text and create person-centered activities related to dialogues, grammar practice, vocabulary learning, reading passages, and culture. They will have the chance to share their ideas with the other workshop participants in a practice session. Teachers are requested to bring a copy of their current text.

REAL COMMUNICATION

Consultant: Beverly Wattenmaker
4162 Giles Road
Chagrin Falls, Ohio 44022
(216) 247-4214

This is a workshop in real communication that makes foreign language relevant, easier to learn, and more fun to teach. The experience of working with students in our own school, as well as talking to teachers around the country, has proved to us that the academic experience of learning is not enough motivation for the average high school and college student. He/she has to have a reason to learn and be challenged. The very crucial and often not-thought-about question is what happens after the student has learned a structure? Unfortunately, this is where most classes stop. Without any real use of these newly learned structures, the whole academic experience becomes an exercise that for most students has little or no meaning and interest.

Emphasis is on group dynamics that generate student interest in language learning and facilitate real learning through interaction. Participants will take part in newly developed communication exercises as both group members and leaders, and develop new tasks as well. The basic workshop is a participatory and involving give-and-take-and-try experience.

TEACHING ENGLISH AS A SECOND LANGUAGE

Consultant: James M. Hendrichson
1950 Korbel Avenue, #75
Columbus, Ohio 43211
(614) 299-9527

This workshop is designed for persons who are interested in a highly practical approach to TESOL. Participants will have the opportunity to:

1. Acquire new classroom techniques for teaching communication skills in understanding, speaking, reading, and writing English to foreign-born adults at the beginning and intermediate levels.

2. Learn efficient techniques for diagnosing and evaluating student performance in the four communication skills.

3. Browse through a wide variety of commercially available and teacher-prepared ESL materials.

4. Exchange ideas with other people who share similar interests in TESOL.

What to bring:

A pen or pencil and notebook, and any ESL materials and ESL-related ideas you may wish to share with the workshop participants.

TEACHING METRICS: AN INTEGRAL PART OF FOREIGN LANGUAGE CULTURE

Consultant: Daniel Franzblau
Foreign Language Department
Miami University
Oxford, Ohio 45056

The workshop is designed to develop concepts of approximate equivalency between the metric and American systems of measurement for teachers of all foreign languages. No mathematical formulas or difficult computations for conversion are needed to achieve this goal, thus simplifying the process for teachers and learners. A hands-on approach encourages each participant to bring empty quart and half gallon milk cartons, foreign language newspapers or magazines containing references to metric measurements, a map of Ohio, and labels from cans of fruits and vegetables (with weights and measures expressed in both American and metric measurements). Participants are also urged to bring American measurements of their own storm windows, doors, or screens, heights and weights of family members and a favorite recipe.

Each workshop participant upon completion of the workshop will be able to:

1. Identify by name (in both English and the target language) the basic units of metric measurements, i.e. meters, liters, grams, and celsius temperature units.

2. Manipulate a meter stick, tape, or folding ruler to measure heights of people or objects and express the metric measurement as tall, average or short.

3. Express celsius temperature readings as cold, cool, comfortable (room temperature) warm, hot.

4. Pour liquids from a metric vessel to an American vessel, or vice versa, to compare volumes.

SMALL GROUP ACTIVITIES IN THE FL CLASSROOM

Consultant: Reid Baker
Ohio Department of Education
65 South Front Street, Room 815
Columbus, Ohio 43215
(614) 466-4274

Many foreign language learning and practice activities which are conventionally carried out in a whole-class situation can be effectively restructured for small groups. The approach substantially increases opportunities for meaningful, productive student-to-student interaction, essential to the development of communicative competence. Based on the experience of numerous teachers, it can also considerably enhance student motivation.

The session will present a wide variety of such small-group activities appropriate for different instructional levels, I-IV. Many can be adapted for Latin classes. Basic guidelines for the development of small-group activities will be discussed.

THE LIVING CLASSROOM

Consultant: Phyllis Stoller
13514 Larchmere Blvd.
Cleveland, Ohio 44120
(216) 932-2720

The workshop is in the area of humanistic education. Its full title is: The Living Classroom: A Way to Teach Life Skills Within the Context of Foreign Language Learning. It is an experiential workshop designed to help teachers generate full cognitive and affective growth for their students.

The workshop will touch on the processes of self-understanding, resolving conflicts, solving problems, making decisions, tapping creativity, and communicating at several levels. There will be ideas for developing leadership, cultural awareness, and career exploration--all using the foreign language classroom as a microcosm of society to give students skills for living.

WORKING EFFECTIVELY WITH YOUR STUDENT TEACHER

Consultant: John Purcell
16500 Heather Lane, #201
Middleburn Heights, Ohio 44130
(216) 234-5749

The workshop is primarily for in-service teachers and administrators who work with student teachers. The roles of the cooperating teacher, the student teacher, the college supervisor and the administrator are examined and discussed, and problems analyzed. Participants will have the opportunity to react to filmed "critical situations" in order to heighten their own sensitivity to the role they fulfill in the student teaching situation. Various supervisory techniques are explained and used in the session.

The workshop director is Dr. John M. Purcell, Associate Professor of Spanish and Foreign Language Education at the Cleveland State University. As a teacher on the secondary level for a number of years, Dr. Purcell was the cooperating teacher for more than 15 student teachers. Currently as a college supervisor, he directs the student teaching program in foreign languages at Cleveland State, which enrolls about 25 students annually.

OMLTA LOCAL WORKSHOP DIRECTOR'S REPORT

Local Workshop Director _____

Address _____ Telephone (___) _____

_____

Consultant _____

Title of Workshop _____

Place _____ Date _____

Receipts

OMLTA members attending _____ Total collected _____

Non-OMLTA participants _____ Total collected _____

Total Receipts _____

Expenses

Number of mailings _____ Printing _____

Mailing _____

Other _____

Total Publicity Costs _____

Number attending _____ Coffee & Rolls _____

Luncheon ea. _____ Total _____

Total Food Costs _____

Consultant's Fee _____

Consultant's Expenses _____

Total Consultant's Costs _____

Total Expenses for Workshop _____

Have all bills been paid? Yes _____ No _____

If not, what bills need to be paid?

Send all bills and money collected to:

Mr. Robert Novotney
OMLTA Treasurer
225 East Broad Street
Columbus, Ohio 43215

Send a copy of this report and the evaluation forms to:

Dr. Donna E. Sutton
OMLTA Chairperson, Educational Activities
225 East Broad Street
Columbus, Ohio 43215

OMLTA WORKSHOP PROPOSAL

Local Workshop Director _____

Address _____ Telephone ( ) _____

_____

Consultant _____

Title of Workshop _____

Place _____ Date _____

Luncheon _____ Cost of Lunch _____

_____ 1/2 Day Workshop _____ Full Day Workshop

Areas mailing will be sent _____

_____

_____

Remarks:

Send to:

Dr. Donna E. Sutton
OMLTA Chairperson, Educational Activities
225 East Broad Street
Columbus, Ohio 43215

EVALUATION OF OMLTA WORKSHOP

Please help us to evaluate the workshop by indicating your opinion on the scales below. We appreciate your comments and suggestions. These will help us better serve your needs in the future. Please leave the evaluation form with the local workshop coordinator.

The OMLTA Educational Activities Committee

Title of Workshop _____

Consultant _____

Place _____ Date _____

1. The topic of this session was:

5	4	3	2	1
Relevant				Irrelevant
Interesting				Boring
Helpful				Useless
Practical				Too Theoretical

Comments:

2. The speaker was:

5	4	3	2	1
Knowledgeable on Topic Discussed				Ignorant on Topic
Well Organized				Disorganized
Stimulating				Boring
Easy to Understand				Hard to Understand

3. The physical facilities were: (Including room size, seating arrangement, lighting, acoustics, A-V equipment, etc.)

5	4	3	2	1
Adequate				Poor
Comfortable				Uncomfortable

Comments:

Suggestions for future workshops:

CONSULTANT'S WORKSHOP EXPENSE FORM

Consultant _____

Address _____ Telephone ( ) _____

_____

Title of Workshop _____

Local Workshop Director _____

Place _____

Date _____

Number of people who attended _____

_____ 1/2 Day Workshop _____ Full Day Workshop

Expenses:

Mileage

Miles from your home _____ At _____ per mile Total _____

Hotel (If over 50 miles from your home) _____

Meals _____

Misc. (duplicating etc. _____

Total Expenses _____

Mail to:

Mr. Robert Novotney
OMLTA Treasurer
225 East Broad Street
Columbus, Ohio 43215